

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



Committee

Advisors

Dr. Syamsul Gultom, S.KM.,M.Kes (Rector of Unimed)
Prof. Dr. Bornok Sinaga, M.Pd (Director of Postgraduate Program of Unimed)
Prof. Dr. Sahyar, MS.,MM (Vice Director 1 of Postgraduate School of Unimed)
Dr. Darwin, M.Pd (Vice Director 2 of Postgraduate Program of Unimed)

Conference Chair	:	Dr. Rahmad Husein, M.Ed
Secretary	:	Dr. Juniastel Rajagukguk, M.Si
Trasurer	:	Dedi Agus Syahputra, SE
Secretariat	:	Vivi Emilawati, SE.,M.Si
		1. Erika, S.Pd.,M.Pd
		2. Amir Husin Sitompul, S.Pd.I
		3. Azizi Apri Indaya, S.Pd
		4. Agus Harriyanto
Papers and Proceedings :		1. Dr. R. Mursid, ST.,M.Pd
		2. Dr. Anni Holila Pulungan, M.Pd
		3. Dr. Saronom Silaban, M.Pd
		4. Dr. Tumiur Gultom, M.Si
		5. Mangaratua Simanjorang, M.Pd.,Ph.D
Program/Event	:	1. Dr. E. Elvis Napitupulu, M.Si
		2. Dr. Rachmat Mulyana, M.Si
		3. Dr. Elmanani Simamora, M.Si
Plenary Session	:	1. Prof. Amrin Saragih, M.A.,Ph.D
		2. Prof. Dr. Abinus Silalahi, M.S
		3. Prof. Dr. Abdul Hasan Saragih, M.Pd
Parallel Sessions:		1. Prof. Dr. Edi Syahputra, M.Pd
		2. Prof. Dr. Anita Yus, M.Pd
		3. Prof. Dr. Nasrun,MS
		4. Dr. Edy Surya, M.Si
		5. Dr. Ashar Hasairin, M.Si.
		6. Dr. Rahmatsyah, M.Si
		7. Dr. Arif Rahman, M.Pd
		8. Dr. Ir. Nurfajriani, M.Si
		9. Dr. Hidayat, M.Si
		10. Dr. Fitrawaty, SP.,M.Si
		11. Dr. Albadi Sinulingga, M.Pd
		12. Dr. Wisman Hadi, M.Hum
		13. Dr. Rahma Dewi, M.Pd.
		14. Dr. Arfan Ikhsan, M.Si
		15. Dr. Saidun Hutasuhut, M.Si
		16. Dr. Jubliana Sitompul, M.Hum
Evaluator	:	1. Dr. Anni Holila Pulungan, M.Hum
		2. Dr. Syamsidar Tanjung, M.Pd
		3. Dr. Yuniarto, M.Pd
		4. Dr. Ajat Sudrajat, M.Si
		5. Dr. Ratih Baiduri, M.Si
		6. Dr. Muhammad Fitri Ramadhana, M.Si
		7. Dr. Mulyono, S.Si.,M.Si

8. Dr. Daulat Saragi, M.Hum
 9. Dr. Tumiur Gultom, SP.,MP
 10. Dr. Derlina, M.Si
 11. Dr. Elly Prihasti Wuriyani, M.Pd.
 12. Dr. Nurhayati Simatupang, M.Kes
 13. Dr. Amir Supriadi, M.Pd
 14. Anggriyani, SE., M.Si.
 15. Dr. Thamrin, M.Si
 16. Dr. Junita Friska, S.Pd.,M.Pd
- Public relations :
1. Muhammad Surip, S.Pd.,M.Si
2. Jihan Siska
- Accommodation :
1. Ater Budiman Sinaga, M.Si
2. Hendry Dalimunthe, MA
3. Reza Destya, S.Pd
4. Jasmi Assayuti, SHi
- Equipment :
1. Nur Kholila Harahap, M.Pd
2. Sofianto Gultom
3. Suhana Nasution
4. Farid Ma'ruf Harahap
5. Isachar Adry Utomo
6. Diky Arisandi
7. Herianto Samosir, S.Pd
8. Hizrah Saputra Harahap, S.Pd
9. Muhammad Isnaini, M.Pd
10. Nasiruddin, S.Pd
- IT & ICT :
1. Jerry S. Pauned, S.Si
2. Mulyanto Duha
- Transportation :
1. Hisar P. Sianturi, SH
2. Sari Purnamawati Siregar, M.Hum
3. Yutia Hafwenny, S.KM
- Consumption :
1. Susiani, S.Sos
2. Siti Rohana, M.Pd
3. Yutia Hafweny, S.KM
4. Tiarma Nova, M.Pd.
- Receptions** :
1. Nisa Ansyari Gultom, S.Pd
2. Desi Yulian, S.Pd
3. Siti Rohana, S.Pd.,M.Pd

Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

Table of Content

Title And Authors	Page
The Effect of Learning Models and Motion Ability on Learning Outcomes of Volleyball Passing Skills for Class VIII Students of Junior High School 6, Academic Year 2019-2020 <i>Ihsan Azhari Hasugian; Julaga Situmorang; Abdul Hasan Saragih</i>	1-5
The Effect of Everyone is a Teacher Here Learning Model and Learning Style on The Economic Learning Outcomes <i>Swara Kasih Kartini Putri; Saidun Hutasuhut; M. Nasir</i>	6-10
The Effect of Learning and Creativity Models on the Economic Learning Outcomes of Grade XI Berastagi High School Students <i>Wisnu Saputra Sembiring</i>	11-16
The Effect of Learning Methods and Courage Towards The Outcomes of Learning Physical Education Students Class V Public Elementary School in Sub-District Tanah Jawa <i>Dewi Hamda M. Sirait; Albadi Sinulingga; Agung Sunarno</i>	17-22
Development of Exercise Variations Race After Lay Up Basketball <i>M.Anas Surimeirian; Tarsyad Nugraha; Rahma Dewi</i>	23-25
Development of Dribble Training Variations in The Basketball Extracurricular Club in State High Schools of Medan City 2020 <i>Riski Iman Siregar; Ardi Nusri; Agung Sunarno</i>	26-29
Development of Interactive Learning Media Basketball Games in Subjects Physical and Sports Health Education <i>Andes Martua Harahap; Imran Akhmad; Hariadi</i>	30-37
Speech Function in The News Broadcast of the Radio Kardopa Medan <i>Syukur Selamat Gulo; Amrin Saragih ; Sumarsih</i>	38-44
External and Internal Conjunctions in the News Story Text of the Jakarta Post <i>Novita Sari; Amrin Saragih; Anni Holila Pulungan</i>	45-49
Analysis of Chemical Practicum Guides for Learning Evaluation Based on the National Education Standards <i>Arfiena Fitria Berutu; Iis Siti Jahro; Marham Sitorus</i>	50-53
An Analysis of Students' Scientific Attitude on the Topic of Bryophytes in State High Schools of the Langkat Regency <i>Muhammad Syukri; Ashar Hasairin; Fauziyah Harahap</i>	54-57
Karonese Language Shift of Young Generation <i>Tita Nirmaliya Ginting ;Siti Aisyah Ginting; Anni Holila Pulungan</i>	58-62
Interruption in the Conversation on Corbuzier Youtube	63-66

<i>Devi Rahmawyta Sitompul; Sri Minda Murni; Anni Holila Pulungan</i>	
Analysis of the Determinan of North Sumatra Cofffe Exports to the United States Error Correctional Model Approach <i>Rimelda Rona Sar; M. Nasir; Muhammad Fitri</i>	67-70
The Implementation of Deception Strategy Used by Fahri Hamzah as an Indonesian People’s Representative Council in the Political Debate <i>Astari Rara Sandy; Sumarsih; Meisuri</i>	71-73
The Flouting Maxim in Social Interaction Expressed by The Characters in Zakeut Edition of Eumpang Breuh Movie <i>Asmaul Husna; Sumarsih; I Wayan Dirgeyasa</i>	74-77
How Children Acquire Lexical Acquisition <i>Dwi Astarini</i>	78-81
Translation Method in Web-Toon: True Beauty as Digital Comic by Yaongyi <i>Fitri Anisah Sitorus; Rahmad Husein; Sri Minda Murni</i>	82-86
Naturalization in Translation of English Accounting Terms into Indonesian <i>Anita Basrah; Anni Holila Pulungan; Rahmad Husein</i>	87-90
Types of Rudeness in the Classroom Context <i>Siti Sahuri; Sri Minda Murni; Rahmad Husein</i>	91-95
The Influence of Agriculture and Industry Sectorson GRPDin Serdang Bedagai Regency <i>Zuhari; M. Fitri Rahmadana; Arwansyah</i>	96-100
Analysis of Input Production of Rice <i>Hazlansyah Ramelan; Arwansyah; Rachmat Mulyana</i>	101-104
The Effect of Functional Training and Balanced Nutrition on Increasing Vo2max and Reduction of Percent Body Fat in Women Members of New Life Gym <i>Fery Juanda; Hariadi; Ardi Nusri</i>	105-107
The Translation of Cultural Words in Novel the Associate <i>Farah Frayenisari Sutara; Anni Holila Pulungan; Syahron Lubis</i>	108-112
Analysis of the Effect of Macroeconomic Variables to Joint Stock Price Index with Monetary Policy as Moderating Variables in Indonesia <i>A. Mahendra; Dede Ruslan; Sirojuzilam; Irsad</i>	113-118
Students’ Multilanguages Acquisition <i>Wikiaprian Pinim; Rahmad Husein; Siti Aisyah Ginting</i>	119-126
Pastap Game Development for Learning Badminton of the Mild Mental Retardation <i>Mulia Romadi Harahap; Sanusi Hasibuan; Isa Hidayati; Hariadi; Friska Indria Nora Harahap</i>	127-130

Types of Elicitation on Students' Engagement in Learning English <i>Wilda Novri Anisah; Rahmad Husein; Masitowarni Siregar</i>	131-133
Flouting Maxim of Humor in Digidoy Comic Strips <i>Yanti Hidayani Hasibuan; T. Silvana Sinar; Rahmad Husein</i>	134-136
Improvement of Mathematical Communication Skills and Student Learning Motivation Through Realistic Mathematics Education Approaches <i>Sari Arta Simanjuntak, Waminton Rajagukguk, Yulita Molliq Rangkuti</i>	137-140
Taboo Words in Rap Song Lyrics <i>Nurul Khoiriyah Hasibuan; Amrin Saragih; Rahmad Husein</i>	141-143
The Technique of Montessori Method to Investigate Reading Achievement at Preschool <i>Sofiah Rahmah Nst; Rahmad Husein; Masitowarni Siregar</i>	144-146
Analysis of Academic Supervision of Principal to Improve Teachers' Basic Teaching Skills at SMK Swasta Harapan Mekar 2 Medan <i>Fahmi, Prof. Dr. Zainuddin, M.Pd, Dr. Irwandy, M.Pd</i>	147-150
Ritual Ngumbah Keris in Javanese Society (Study on the Javanese community in the Kuala Silo Bestari sub-district, North Tanjungbalai district, Tanjungbalai City) <i>Syuhady Witana; Ichwan Azhari; Pujiati Chalid</i>	151-153
The Effect of Literature Circle and Students' Interest on Students' Reading Comprehension Achievement <i>Siti Soleha; Rahmad Husein; Zainuddin</i>	154-158
The Development of Game Based on Basic Motion Learning Model in SD Brigjend Katamso Medan <i>Iswanta Ginting, Haradi, Sanusi Hasibuan</i>	159-162
Types of Intertextuality in Opposite Editorials Related to the Vice Presidential Candidates Debate Topics 2019 <i>Elsi Revita Hasibuan; Anni Holila Pulungan; Sri Minda Murni</i>	163-168
Lexical Metaphor Used in Awaken the Giant Within for Transforming Lives of Students <i>Henri Dunant Biha; Rahmad Husein; Anni Hollila Pulungan</i>	169-171
Analysis of Factors Affecting Rice Imports in North Sumatera <i>Adiguna Dwirusandi; Dr. Arwansyah, M.Si.; Dr. Fitrawaty, M.Si.</i>	172-175
Types and Functions of Fillers Used by Indonesian Celebrities in Seleb English Youtube Videos <i>Ella Marissa Pardede; Amrin Saragih; Anni Holila Pulungan</i>	176-180
Analysis of Labor Demand and Supply in North Sumatra <i>Muhammad Alhasymi Matondang; Dede Ruslan; Indra Maipita</i>	181-185

Culturally Loaded Words and Phrases in Nevermoor Translated into Bahasa Indonesia <i>Noni Indani</i>	186-189
The Effect of Word Wall Strategy and Students' Interest on English Vocabulary Mastery <i>Siti Fadhilah Siregar; Anni Holila Pulungan; Sri Minda Murni</i>	190-195
Analysis of Regional Financial Independence, Economic Growth Rate of Human Development Index in 34 Provinces in Indonesia <i>Tiur Roida Simbolon; Fitriawaty; Indra Maipita</i>	196-201
Development of Thematic Learning Media For Comics for Beautiful Themes of Diversity My Country to Improve Results Student Learning in Fourth Grade of Public Elementary School 028071 Binjai City <i>Indra Maulana Harahap; Hidayat; Ratih Baiduri</i>	202-213
Expressive Speech Acts in Up in the Air Movie <i>Gusti Rahayu Manik</i>	214-217
Development of Android-Based Learning Media Subject for Class X Drug Matters in 1st Besitang State Senior High School <i>Andi Akbar Suparto; Tarsyad Nugraha; Sanusi Hasibuan</i>	218-220
The Influence of Teaching Style and Student Perception on the Outcomes of Passing Learning in The Volley Ball Game in SMP Negeri 4 Laguboti <i>Martin Edward Manik; Rahma Dewi; Budi Valianto</i>	221-223
The Effect of Teaching Approaches and Linguistic Intelligence on the Students Achievement in Reading Comprehension <i>Muhammad Ilham Adha; Berlin Sibarani; Didik Santoso</i>	224-228
Development of Interactive Learning Media in Character Formation Kindergarten <i>Natalia Noveri Tarigan; Hamonangan Tambunan; Samsidar Tanjung</i>	229-234
Analysis of the Ability of Metacognition of Students of SMAK Country Samosir in Solving Problems Apply Learning Guided Discovery <i>Siita Tamba, Bornok Sinaga, Syafari</i>	235-240
The Influence of PAIKEM Strategy on Reading Interests of VII Grade of SMP Negeri 2 Siberut Selatan <i>Eirene Siagian; Abdurahman Adisahputera; Wisman Hadi</i>	241-246
Development of Local Characteristics Learning Text Learning Media in Indonesian Language Learning in Kartika I-2 SMA Private Vocational School <i>Herza Alwanny; M. Oky Fardian Gafari; Abdurrahman Adisahputera</i>	247-256

Types and Functions of Fillers Used by Indonesian Celebrities in Seleb English Youtube Videos

Ella Marissa Pardede
English Applied Linguistics Study
Program Postgraduate School
Universitas Negeri Medan
Medan, Indonesia
ella.marissa@hotmail.com

Amrin Saragih
English Applied Linguistics Study
Program Postgraduate School
Universitas Negeri Medan
Medan, Indonesia
amrin_saragih@yahoo.com

Anni Holila Pulungan
English Applied Linguistics Study
Program Postgraduate School
Universitas Negeri Medan
Medan, Indonesia
anniholilapulungan@gmail.com

Abstract— When an individual is conversing with a friend or others, attending a lecture, or listening to a public speech, he or she is likely to hear some types of filler. This is used as a strategy to improve credibility which includes slowing down, pausing to collect thoughts, or enhancing preparation beforehand. Descriptive qualitative method was implemented in this research. The objective study is to answer the research question: what types and functions of fillers are used by Indonesian celebrities in Seleb English youtube videos. The researchers applied Rose's theory in investigating the types of fillers and the theory by Stenström to analyze the functions of fillers. The data were taken from youtube videos of Sacha Stevenson in Seleb English section. The finding of the research revealed that from the total number of each type of fillers, the most frequently used were uh for 12 times (32.44%), followed by like in the second position for 8 times appeared (21.62%). Then, filler emm in the third position with the number of occurrences 6 (16.22%). On another hand, the most frequent filler functions as filling pause with the number of occurrences 25. Some Indonesian celebrities are fluent in English because they were born in mixed marriage, experienced leaving in overseas, or even had been in a great quality of schools that affects the fluency of speaking English that runs the conversation by using fillers smoothly.

Keywords— fillers, types of fillers, functions of fillers, youtube

I. INTRODUCTION

The usage of filler words pervades our society in virtually all aspects of speech. It is applied when an individual is conversing with others, attending a lecture, or listening to a public speech or even a talkshow, he or she is likely to hear some types of filler. When someone is speaking, she or he uses fillers as a strategy to improve credibility include slowing down, pausing to collect thoughts, or enhancing preparation beforehand. However, when a speaker overuses the filler words, it is showing that speaker is inexperienced or lack mastery of the materials or subjects he or she delivered. It also makes the audience get hardship to comprehend the main message of the topic.

In spoken interaction, people often produce ee..., err..., ehm..., or well, you know, I mean, kind of, and similar expressions. According to Baalen (2001:7) [1], these kinds of utterances are called fillers. He defines fillers as sounds or

words or phrases that could appear anywhere in the utterance and that could be deleted from the utterance without a change in content.

Learning English as a compulsory subject in Indonesia is done from primary to high school level. However, the fluency of English depends on different factors for everyone who learns it. Some Indonesian celebrities are fluent in English because they were born in mixed marriage, experienced leaving overseas, or even had been in a great quality of schools. And fillers they use might be unlike people who have not similar background with them.

The sample the analysis are presented as following:

The kids we saw today that I had a chance to spend time with in Mary's classroom; uhm they're some of the lucky ones...

In an example above, there was uhm which classified as unlexicalized filled pauses. It was because the utterance was not a word and did not have meaning that had function as filling pause before delivered the next sentence.

This is not babysitting, right.

The word right had the meaning but it was still considered as lexicalized filled pause because those words were not important as a part of their sentence. Therefore, whether those words were in the sentence or not, they could not change the meaning of the sentence which that filler as empathizing purpose usually appeared at the beginning or at the end of a sentence.

Pamolango (2015) [2], carried a study in his research *Types and Functions of Fillers Used by The Female Teacher and Lecturer in Surabaya*, the research adopted a descriptive qualitative approach, focusing on the types and the functions of fillers. The researcher found that the female lecturer produces fewer fillers than the female teacher. The female teacher produced 346 fillers in the teaching process, while the female lecturer produced 665 fillers in the teaching process. The data showed that both the female teacher and lecturer produced more unlexicalized than the lexicalized fillers. In the function of the fillers, the writer found that the types of fillers produced by both the female teacher and lecturer had the functions as a holder the turn, as a mark of hesitation, as empathizers, as

time-creating devices, and as an editing term. As a conclusion, the writer concludes that the situation in the teaching process affects the types and the functions of the fillers.

Another previous study related to this research is in *The Types and The Functions of The Fillers Used in Barack Obama's Speeches* by Kharismawan (2017) [3]. The results of this study showed that there were two types of fillers; those were unlexicalized filled pause and lexical filled pause. This study also showed five functions of fillers, namely hesitating, empathizing, mitigating, editing term, and time-creating devices. Based on those findings, the researcher concluded that fillers are not always considered as distraction of speaking. As the learners of foreign language, we should know the fillers not only as a distraction of speaking but also as the way to improve our interaction.

A study by Navratilova (2015) [4] in *Fillers Used By Male And Female Students Of English Education Study Program in Argumentative Talks*. This research was descriptive research. The research found out that the male and female students produced unlexicalized fillers as the most frequently used, followed by lexicalized fillers. Both of male and female students produced fillers in order to fill pause, to hesitate, to hold conversation turn, to emphasize, to mitigate, to interrupt, and to edit their speech error. All those function of fillers proposed by Strenstrom were used by male and female students in their talks. In addition, Filling pause was the most frequently function used by male and female students, followed by fillers as a mark of hesitation. Thus, there were similarities both in types and functions used by male and female students. However, the researcher found female students produced more fillers than men did. This maybe due to women tend to speak less certainty compared to male.

Based on the background above, researcher formulated the problems of study as following: What types and functions of fillers are used by Indonesian celebrities in *Seleb English* youtube videos?

II. REVIEW OF LITERATURE

A. Fillers

Erten (2014) [5] states that fillers are discourse markers that speakers use when they think or hesitate during their speech. Fillers are used by the speaker to fill the time while he or she is elaborating the next topic or sentence. Moreover, Santos, Alarcon, and Pablo (2015) [6] define fillers or also called pausing or hesitation as phenomena that commonly occur as feature of natural speech which appears during the production of expressing words. It can be concluded that it is normal for the speaker to use fillers in speaking. It is supported by the idea from Richards and Schmidt (2012) [7], they believe that half of someone's speaking time is filled with pauses.

Stenström (1994) [8] believes that a filler is lexically an empty item with uncertain discourse functions, except to fill a conversational gap. It means that filler commonly occurs to mark hesitation or to hold control of a conversation while the speaker thinks what to say next.

B. Types of Fillers

Stenström (1994) [8], categorized fillers into two types; those are a silent pause and a filled pause. On the other hand, Rose (1998) [9] also divides the filled pauses into two types. The first one is an unlexicalized filled pauses and the second is a lexicalized filled pause.

Unlexicalized filled pauses are non-lexemes (non-words) filled pauses which speakers use to indicate hesitation while the speaker think what to say next utterances [9][1]. In addition, Baalen [1] also gives some examples of unlexicalized filled pauses, such as ehm, uh, err, ee, ah, um, and so on.

Rose (1998) [9], claims that lexicalized filled pauses are fillers in the form of word or short phrases, such as like, well, yeah, sort of, you know, if you see what I mean, and so on. On the other hand, Baalen (2001) [1] also states a similar statement that lexicalized filled pauses consist of the phrases you know and I mean which are mostly used when a speaker is grouping for words but does not want to give up the claim to the floor. Furthermore, she suggests that one type of the fillers is like (when it is not used as verb or preposition) and well (not in the initial position).

C. Functions of Fillers

Schiffirin (1978) [10] argues that fillers have various functions which depend on the situation of the speaker. The use of a filler only helps the way of speaking, not the meaning in the communication. However, Corley and Stewart (2008) [11] describe that deliberating fillers in the sense of communication function is not certain. Therefore, fillers are used when the speaker is uncertain about his/her next utterance or he/she has choices to make in his utterance

Strenstrom in Kurwanto (2011) [12], states that there are seven functions of fillers, they are filling pause, mark of hesitating, holding turn, empathizing, interrupting, mitigating and editing term.

D. Youtube

YouTube is an American online video-sharing platform. It becomes the largest user-driven video content provider in the world. It is more accessible to the general population, video self-publishing sites such as youtube have cropped up worldwide.

Zhu (2012) [13], believes that youtube is a key international platform for socially-enabled media diffusion. According to public statistics, more than 48 hours of video content is uploaded every minute and 3 billion views are generated every day. To complement the content broadcast/consume experience, youtube connects seamlessly with major online social networks (OSNs) such as Facebook, Twitter, and Google+ to facilitate off-site diffusion. In fact, 12 million users have linked their YouTube account with at least one such OSN for auto-sharing, and more than 150 videos of YouTube content is watched on Facebook every day.

Berger (2012) [14] states that these websites provide a potential data source for researchers who are interested in the

perspectives, interactions, and recording practices of people from diverse backgrounds and locations. Students in particular could benefit from YouTube as a source of data, as they may have a short period of time in which they can collect data.

III. RESEARCH METHOD

This research was conducted by using descriptive qualitative approach based on theoretical and analytical frameworks. Bogdan and Biklen (1982) [15], suggested that the written word was very important in qualitative research to record data and disseminate the findings. The focus on this study would like to investigate the types of fillers used by Indonesian celebrities in *Seleb English* youtube videos which as the object of this research. *Seleb English* is one of the sections in the youtube channel of Sacha Stevenson. She is a Canadian youtuber who makes bilingual vlogs for and Indonesian audience. There were 7 videos which used in this research. They were published on April 21 2018, April 24 2018, May 1 2018, May 4 2018, May 8 2018, May 22 2018, and June 25 2018.

The utterances of the Indonesian celebrities in *Seleb English* youtube videos containing the fillers were then transcribed, and being the data in this research. After transcribed, the utterances relate to the fillers were analyzed in terms of the types and functions of fillers, based on the theories. This research used theories by Strenstrom and Rose [8][9].

IV. DATA ANALYSIS AND FINDINGS

A. Data Analysis

This research used two types of fillers by Rose to investigate fillers used by Indonesian celebrities and function of fillers by Strenstrom. All types of fillers by Rose were applied in utterances of Indonesian celebrities in *Seleb English* youtube videos. There were 37 data which would be analyzed. In this study researchers found:

- *Types of Fillers*

Lexicalized Fillers

Lexicalized fillers are fillers in the form of short phrases, such as sort of, you know, if you see what I mean, etc. Moreover, one type of fillers, which is similar to the lexicalized fillers, is verbal fillers consist of well, I mean, sort of, I think. Furthermore, one of the scholars mentioned that one type of the fillers is like (when it is not used as verb or preposition) and well (not in the initial position).

Data 1

You know, working towards a better situation together..

There words you know appeared in the utterances of *Seleb English* videos which was in the form of phrase which occurred 3 times. Those examples also had the meaning but they were still considered as lexicalized filler because those words were

not important as a part of their sentence. Therefore, whether those words were in the sentence or not, they could not change the meaning of the sentence.

Data 2

I don't believe in relationship. I mean, I, It's kinda stabid for me to say..because I've only been in one, and it was a long distance relationship.

As found in the utterance above, the use of I mean is in the form of phrase that has meaning but it will not change the content of the sentences.

Data 3

Like it's 25 hours flight from my country, Indonesia

Among those lexicalized fillers, like is the most frequently used for 8 occurrences. The types of Lexicalized fillers produced by the Indonesian celebrities in answering questions in English were repetitive word that functioned as the filler. It had the meaning but it was not important as a part of the sentences.

Data 4

But yeah like thanks God we can do it

Data 4 shows the word yeah had meaning but it will not change the content of the sentence.

Data 5

Likes really complex like uh still uh uh still good with uh the movement, right.

The word right is type of Lexicalized filler that had the meaning but it was not important as a part of the sentence.

Data 6

My opinion about good neighbor is the one that really takes care of the other neighbor, I think.

Data 6 showed the lexicalized filler. It is in the sentence but whether those words were in the sentence or not, they could not change the meaning of the sentence.

Data 7

It's like, it gives me chill. I didn't notice at the first time.

The phrase it's like shows the lexicalized filler. It is in the sentence but whether those words were in the sentence or not, they could not change the meaning of the sentence.

Unlexicalized Fillers

Unlexicalized fillers are fillers with contain of lexical empty such as ee, erm, err, emm, and eh. Unlexicalized fillers are nonlexemes (non-words) fillers pauses which speakers use to indicate hesitation while the speaker thinks what to say next utterances.

Data 8

*I got a chance to really meet in person these great people and see what they have and as their opinion, their real genuine opinion of **emm** other issues.*

In data 8, there was emm which classified as unlexicalized filler. It was because the utterance was not a word and did not have meaning. It appeared in the utterances of Seleb English videos which was in the form of phrase which occurred 6 times.

Data 9

*In Indonesia you've basically **uh** bond with music.*

In data 9, there was uh which classified as unlexicalized filler. It was because the utterance was nonlexemes (non-words) fillers and did not have meaning. In lexicalized fillers, uh is the most frequently used for 12 occurrences.

Data 10

*So "Damn I love Indonesia" as **uhm** basically we have one mission in mind ..*

Data 10 showed there was uhm which classified as unlexicalized filler. It was because the utterance was nonlexemes (non-words) fillers and did not have meaning which appeared 3 times.

- *Functions of Fillers*

In this research, the researchers presented and discussed five functions of the fillers in the spoken interaction mainly based on the theories of Stenström [8] , that is, fillers function as a filling pause, as a mark of hesitating, empathizing, mitigating, and editing term.

Filling Pause

Data 11

*In Indonesia you've basically **uh** bond with music..*

The using of filler uh in the middle of sentence functions as filling space in order the speaker took time to prepare for the next utterances in conversation. Among those functions of fillers, filling pause is the most frequently used for 25 occurrences

Mark of Hesitating

Data 12

*But where you'll be traveling **uhh** elsewhere besides Jakarta? Will you be going to Bali?*

Based on the context of utterance, speaker used that filler showing hesitation to decide the question asked to listener where the place would to go. In this research found 5 times filler functions as mark of hesitating used.

Empathizing

Data 13

*My opinion about good neighbor is the one that really takes care of the other neighbor, **I think***

Data 13 showed that the speaker showed her/his empathize through his/her opinion, and this function of filler as empathizing purpose of the utterance usually appeared at the beginning or at the end of a sentence. This function of filler in the research used for 4 times.

Mitigating

Data 14

It's like, it gives me chill I didn't notice at the first time.

Data 14 showed that the speaker expressed her/his feeling of ease of something that had been realized after it has done which could be seen on the next utterance. Mitigating function of filler in the research used for 2 times.

Editing Term

Data 15

*I don't believe in relationship. **I mean**, I, It's kinda stabid for me to say because I've only been in one, and it was a long distance relationship.*

Fillers are used to correct the speech errors in the utterances' speakers. The phrase I mean, could indicate the speaker's awareness of the speech error followed by her/his attempt to correct or edit it. Sometimes, the speaker also repeats the speech error directly. The speaker used filler in utterance to avoid misunderstanding of his/her previous utterance.

B. Findings

Types of Fillers

After analyzing all data in *Seleb English* youtube videos by using theory the types of fillers by Rose, the findings can be presented as the following:

TABLE I. TABLE TYPES OF FILLERS

No	Fillers	Types of Fillers		Percentage
		Unlexicalized	Lexicelixed	
1	Uh	12		32.44
2	Like		8	21.62
3	Emm	6		16.22
4	You know		3	8.11
5	Uhm	3		8.11
6	I mean		1	2.70
7	Yeah		1	2.70
8	Right		1	2.70
9	I think		1	2.70
10	It's like		1	2.70
		21	16	
Total			37	100

The table above shows that Indonesian celebrities used two types of fillers, which are lexicalized and unlexicalized fillers. In this research, types of fillers used the most frequently were unlexicalized fillers with the number of occurrences 21, then lexicalized fillers with the number of occurrences 16. From the total number of each type of fillers, the most frequently used were uh for 12 times (32.44%), followed by like in the second position for 8 times appeared (21.62%). Then, filler emm in the third position with the number of occurrences 6 (16.22%).

Functions of Fillers

This section delivered the functions of fillers used in *Seleb English* youtube videos by using theory by Stenström. The following table will be presented to see the differences that will be found:

TABLE II. TABLE FUNCTIONS OF FILLERS

No	Function of Fillers	Frequency	Percentage
1	Filling pause	25	67.57
2	Mark of Hesitating	5	13.51
3	Empatizing	4	10.81
4	Mitigating	2	5.41
5	Editing term	1	2.70
6	Interrupting	-	0
7	Holding turn	-	0
Total		37	100

Based on the table above showed that the use of fillers in this research applied in five functions, those are as filling pause, as mark of hesitating, as empathizing, as mitigating, and as editing term. Among those functions, filling pause is the most frequently used by Indonesian celebrities in *Seleb English* youtube videos with the number of occurrences 25 (67.57%).

V. CONCLUSION

This research attempted to investigate types of fillers used by Indonesian celebrities in *Seleb English* youtube videos that produced fillers in different functions. The analysis and findings of this research showed that there were two types of fillers used; those were unlexicalized filler and lexicalized filler. Unlexicalized fillers appeared 21 times, on other hand lexicalized filler appeared 16 times. Furthermore, this research also applied five out seven functions of fillers, namely filling pause, mark of hesitating, empathizing, mitigating, and editing term. The most frequent filler used by Indonesian celebrities was unlexicalized filler that had function as filling pause youtube videos with the number of occurrences 25.

The aims of this research are to introduce the types and the functions of fillers and to increase learners' awareness and

comprehension of fillers when they hesitate in using foreign language, which is actually the very nature of speaking. Learning fillers also help FL learner to master the language and to choose fillers which more comfortable to use in conversation so learning process runs smoothly. Without using fillers, the conversation would be awkward and too formal. It is also expected that this research will contribute in development of the theory especially for EFL learners.

REFERENCES

- [1] I. V. Baalen, "Male and Female Language: Growing Together?", 2001 Retrieved from http://www.let.leidenuniv.nl/hsl_shl/van%20Baalen.htm
- [2] V. A. Pamolango, "An Analysis of The Fillers Used by Asian Students in Busan, South Korea: A Comparative Study." *International Journal of Languages, Literature and Linguistics*, Vol. 2, No. 3, September 2016
- [3] P. Y. Kharismawan, "The Types and The Functions of The Fillers Used in Barack Obama's Speeches." *International Journal of Humanity Studies*, Vol. 1, No. 1, September 2017, pp. 111-119
- [4] L. Navratilova, "Fillers Used by Male And Female Students of English Education Study Program in Argumentative Talks" *Journal of Linguistics and Language Teaching*, Vol.2 No 1; July 2015
- [5] S. Erten, "Teaching Fillers and Students' Filler Usage: A Study Conducted at ESOGU Preparation School." 2014, *International Journal of Teaching and Education*, 2(3), 67-79.
- [6] Santos, Alarcon and Pablo, "Fillers and The Development of Oral Strategic Competence in Foreign Language Learning." 2015 Retrieved from http://www.ugr.es/~portalin/articulos/PL_numero25/14%20%20Nora%20M%20%20Basurto.pdf
- [7] J. Richards and R. Schmidt. "Longman Dictionary of Language Teaching & Applied Linguistics." Essex: Longman, 2012
- [8] A. Stenström, "An Introduction to Spoken Interaction." London: Longman, 1994
- [9] R. L. Rose, "The Communicative Value of Filled Pauses in Spontaneous Speech". [Online], Birmingham University, 1998. Retrieved from <http://filledpause.com/biblio/rose-1998>
- [10] D. Schiffrin, "Discourse Makers." Cambridge: Cambridge University Press, 1978
- [11] M. Corley and O. W. Stewart, "Hesitation Disfluencies in Spontaneous Speech: The meaning of um.", *Language and Linguistics Compass*, 2008, 2(4), 589-602
- [12] H. Kurwanto, "Types and Functions of Fillers Used by The First Semester Students and The Seventh Semester students." Unpublished Undergraduate Thesis. Petra University, Surabaya, 2001
- [13] Z. Zhu, "The YouTube Social Network", 2015
- [14] I. Berger, "Youtube As A Source of Data", 2012
- [15] R. C. Bogdan and S. K. Biklen., "Qualitative Research for Education: An introduction to Theory and Methods", Boston: Allyn and Bacon, Inc, 1982

